YEAR NINE TEXT STUDY

**Tomorrow When the War Began by John Marsden**

**Introduction**

Content:

Students will learn how novels are structured and the importance of narrative perspective. They will understand the devastation of conflict and the need to develop resilience. Students will also be exposed to war and conflict in an historical context, as well as gaining an understanding of Australia’s relationships in the Asian region. Students will also gain an understanding of conflict resolution and the importance of maintaining strong relationships. They will read, analyse and discuss a range of literature which promotes discussion of the key themes.

Key Terms:

Conflict, resilience, war, relationships, grief, loss, maturity, growth.

Aims and Objectives:

**Skills –** Students will develop skills in accessing a novel’s content and structure whilst deconstructing themes and messages. Students will also extend their research skills and expand their understanding of their country’s role on the world stage. They will learn to identify specific types of narration and isolate examples of writing in the first and third person. Students will also add to their understanding of historical concepts and their use of critical understanding. In addition, students will learn to compare text types, such as written prose and film.

**Knowledge and Understanding –**

Students will gain knowledge and develop understanding of the following:

* The power of conflict in our lives.
* The importance of relationships in dealing with life changing events.
* The understanding that friendship and family are the catalyst for action, not revenge.
* A greater knowledge of Australia’s role in South East Asia and our relationships with our neighbours.
* Overview of World War Two and analysis of Australia’s role and allies.
* Understanding of literary devices and character development.
* Further understanding of the TEEL structure and how text responses convey understanding.

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| **Learning Activity** | **Student Product** | **Formative/Summative** |
| ***Introduction to text, explanation of themes and concepts.***  Class discussion of ‘conflict’ – what does it mean? What does it look and feel like? | * Class generated posters in small groups based on conflict. * Personal reflection. | F |
| ***Identity and belonging*** – how are we defined by our experiences? The role of trauma and fear in our lives. | * Mind mapping activity – what are you really afraid of? What resources do we have to deal with adversity? * Pair/share activity. | F |
| ***Begin reading text aloud.***  Discuss themes, plot and characterisation. | * Listening to text read aloud. * Directed discussion and expressed opinions. | F |
| ***Written notes re: text.***  Discussion of novel in historical context.  Set research task for class folder.  Continued reading of novel. | * Internet time and research. * Preparation of an individual page on a pre-selected topic for class file.   Examples:   * World War Two and Australia’s role * Conflict and combat roles for men and women over the past 100 years * The importance of friendship, family and community * Australia and Asia – a genuine relationship | F |
| ***Tracking a Character***.  Choose one character and write a profile of them.  Focus on their personality, ability to deal with stress and conflict, relationships with others and role in the plot. | * Drafted, typed and printed profile for class anthology. | F |
| ***Novel and film comparison.***  Students to view the film Tomorrow When the War Began after reading the novel.  Discuss the two genres and how they deal with the same content differently.  Look specifically at the opening of each text – compare and contrast. | * Individual dot point list of the obvious differences/similarities between the two texts. * One page analysis of the film text and its treatment of the original text for the class file. * Focus specifically on the opening scenes from each genre. | S |
| ***Formal Text Response.***  Re-familiarise students with the TEEL structure.  Provide agreed thematic and character based topics.  Set up TEEL planning grid for use when text response is completed under strict exam conditions. | * TEEL plan completed in class. * TEEL text response completed under formal exam conditions. * Assessment using standard rubric. | S |
| ***Resources.***   * The novel. * Folder in library with background material, notes and activities. * Wikipedia.   org/wiki/Tomorrow When the War Began.   * [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) * [dit@wantirnacollege.vic.edu.au](mailto:dit@wantirnacollege.vic.edu.au) |  |  |

<http://readfreeonline.net/Fiction/Tomorrow_When_the_War_Began.html> = whole book on line